

HISTORY WHOLE SCHOOL PROGRESSION

Progression of the Key Processes of History

| <u>Progression of the Key Processes of History</u> | | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Asking Questions Disciplinary | Comment on images of familiar situations in the past. (R) | Ask questions and with support answer some simple historical questions. | Ask and answer simple historical questions. | Formulate simple questions from the sources. Answer historical questions. | Begin to formulate, with support, historically valid questions. Answer historical questions. | With support, formulate historically valid questions related to the key concepts. Use questions to challenge historical concepts. | Formulate historically valid questions related to the key concepts. Use questions to challenge historical concepts. |
| Using evidence/ Communicating Ideas Disciplinary | Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG) | Handle sources of evidence and make observations and simple comparisons. | Use sources – observe and handle to answer questions about the past. | Use sources to find out about period studied. | Expose pupils to primary and secondary sources. Use a range of sources/ evidence to build up a picture of the past | Begin to identify primary and secondary sources. Compare accounts of events from different sources (linked to key concept <i>similarities and differences</i>) | Recognise primary and secondary sources. Link a range of sources to make own conclusions to one or more of the key concepts |
| Interpretations of History Disciplinary | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) | Understand some ways we find out about the past. | Choose and use parts of stories and other resources to show understanding. | With support, evaluate the usefulness of different sources. With support, use various sources to piece together information about a period of history and with support discuss links to a key concept. | Begin to evaluate the usefulness of different sources. Use various sources to piece together information about a period of history and with support link to 1 key concept. | Understand fact and opinion. Offer some reasons for different versions of events. Select relevant sections of information from sources to form conclusions linked to one of the key concepts. | Identify which sources are fact and opinion. Be aware that different evidence will lead to different conclusions, some evidence / authors may be persuading or giving a specific viewpoint. Bring knowledge together to construct an informed response – linked to 1 or more key concept. |

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| Chronological Knowledge/ understanding Disciplinary | Sequence familiar events (discuss) Use language relating to time. | Sequence 3 or 4 artefacts/sources. Sequence events within lifetime on a simple line. Exposure to BC/ AD, years/ centuries relating to period studied | Sequence artefacts closer together. Sequence events on a timeline for people and events beyond living memory. Exposure to BC/ AD, years/ centuries relating to period studied | Place dates and events on a timeline for the period being studied and discuss a key concept within the period being studied. Use BC/ AD, years/ centuries relating to period studied | Place dates and events on a timeline for the period being studied. Explain a key concept within the period studied. Use BC/ AD, years/ centuries relating to period studied | Place key events from current period of study on a time line, in relation to one other period of time. Make comparisons within or across the two periods in relation to one of the 4 key concepts. Use relevant/ more complex dates e.g. 8 th May 1945 | Place current period of study on a time line in relation to other periods studied from years 1-6. Compare and explain a timeline in relation to more than one of the 4 key concepts. Summarise and evaluate your timeline related to one or more of the key concepts Use relevant/ more complex dates Look at continuity and change / cause and consequence. |

| | EYFS | KS1 | LKS2 | UKS2 |
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| Continuity and Change | <p>Compare and contrast characters from stories, including figures from the past. (R)</p> <p>Talk about the lives of the people around them and their roles in society. (ELG)</p> | <p><i>Identify things that have changed or stayed the same between their own life and life at different times beyond living memory.</i></p> <p>Compare and contrast changes that have been made in a particular period of time- focussing on one or more: health, diet, routines, working life, home life, school life, education, clothing, transport, technology</p> | <p><i>Explain and demonstrate an understanding of links between main events. Situations and changes within and across different periods and societies</i></p> <p>Explain the change and continuity in the time period studied.</p> <p>Develop a line of enquiry into change and continuity using at least one of the general categories/historical focus)</p> <ul style="list-style-type: none"> • Political • Economic • Social/cultural • Technology • Religious | <p><i>Explain and demonstrate an understanding of links between main events. Situations and changes within and across different periods and societies</i></p> <p>Justify how and why during period of rapid change some things have remained continuous.</p> <p>Justify how and why during periods where there doesn't seem to be any change that change has happened.</p> <p>Focus on one or more of the historical focus has changed through their time period studied or history on a longer scale (250-500 plus years)</p> |
| Similarity and Difference | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> | <p><i>Make observations about different types of people, events, beliefs within a period studied or their own lives.</i></p> <p>Compare and contrast changes that have been made in a particular period of time- focussing on one or more: health, diet, routines, working life, home life, school life, education, clothing, transport, technology</p> | <p><i>Demonstrate an understanding of social, cultural and ethnic diversity in Britain and the wider world through history.</i></p> <p>Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences.</p> <p>To explore the similarities and differences in a period of history in relation to now</p> <p>To understand similarities and differences can unite people not just divide</p> | <p><i>Demonstrate an understanding of social, cultural and ethnic diversity in Britain and the wider world through history</i></p> <p>Reach informed conclusions on one or more of social, cultural, religious or ethnic diversity in relation to one or more time periods studied and make hypothesis of why things are similar and different before using sources of evidence to seek answers.</p> |

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| Cause and Consequence | <p>Speculate why things happen and give explanations.</p> <p>Why did the plant grow? Not grow?</p> <p>Use Christmas/Easter stories and Link to RE</p> <p>Link to stories- why did that happen? What causedto act like that?</p> | <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Why did this event occur?</p> <p>What happened after the event?</p> <p>Why did someone act like they did? (Develop Empathy)</p> <p>Linked to chronology and explore the events leading up to another event and the direct consequences after and the impact on people and society.</p> | <p>Identify and explain reasons for results of historical events, situations and changes.</p> <p>To understand what has changed in at least one area of history (society, people, beliefs, language, culture, government etc) as a result of an event.</p> <p>Summarise what caused the event.</p> | <p>Identify and explain reasons for results of historical events, situations and changes.</p> <p>Evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc) both short and long term?</p> <p>Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</p> |
| Significance | <p>Recognise and describe special time or events for them, friends and family to others</p> <p>Talk about the lives of the people around them and their roles in society. (ELG)</p> | <p>Talk about who was important e.g. in a simple historical account</p> <p>To discuss how historical events and people can impact on life after an event</p> <p><i>Exemplification</i></p> <p><i>Samuel Pepys. Amy Johnson/ Florence Nightingale- Why are they seen as significant? How have things changes as a result of this person?</i></p> | <p>Identify historically significant people and events and situations</p> <p>Understand the significant contribution (insert historical person) made to society.</p> <p>Why was such an event seen as significant after the time?</p> <p>Why is this period in history seen as significant to Britain now?</p> | <p>Identify historically significant people and events and situations</p> <p>To know how important the consequences a person or event was on a local, national and international scale and why it would be considered significant drawing on two or more criteria - importance, profundity, quantity, durability, relevance.</p> <p>Evaluate the significant historical events on one or more period of times and how they</p> |

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| | | <p><i>How do we know about them? How has this historical event impacted on life afterwards?</i></p> | <p>Relate the significance to one or more of the criteria- importance, profundity, quantity, durability, relevance</p> <p>Evaluate significant historical events in one period of history.</p> | <p>impacted life then and the impact on life now.</p> |
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